

GS.IV There are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the state.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):

Number (FTE) of Employed Fully Certified Personnel				
Position	2000-2001	2001-2002	2002-2003	2003-2004
Special Education Teachers	8,077.3	7,967.8	8,455.0	8,364.0
Early Childhood Special Education Teachers	462.5	525.8	604.7	652.4
Diagnostic and Other Evaluation Staff	498.2	314.8	414.8	462.4
Special Education Directors	220.1	420.2	430.2	417.6
Paraprofessionals	7,298.8	7,015.4	7,226.3	7,034.9
Other Special Education and Related Services Personnel	1,193.2	1,249.0	1,345.0	1,279.8

Source: Personnel data from 618 data reported on OSEP Table 2.

Total (FTE) Employed Teachers and Child Count			
School Age			
Year	FTE Teachers	Child Count	Student/Teacher Ratio
2000-2001	8,696.6	129,345	14.9
2001-2002	8,757.3	132,626	15.1
2002-2003	9,159.9	134,118	14.6
2003-2004	9,192.3	133,171	14.5
Early Childhood Special Education			
Year	FTE Teachers	Child Count	Student/Teacher Ratio
2000-2001	552.6	8,036	14.5
2001-2002	597.2	9,022	15.1
2002-2003	668.0	10,049	15.0
2003-2004	706.3	10,893	15.4

Source: Child count data from Screen 11 of Core Data Collection System as of 01/03/05. Personnel data from 618 data reported on OSEP Table 2. Data includes fully and not fully certified teachers.

Statewide data suggest the numbers of special education personnel are generally increasing and that student/teacher ratios are reasonable for school age and early childhood special education. Statewide supply and demand needs by certification area are outlined in the following table which shows the number of initial educator vacancies, the number of applicants, and the number of positions that were filled and not filled by FTE.

Missouri Department of Elementary and Secondary Education																
Division of Special Education																
Educator Vacancies Reported Statewide																
Summary Report																
Certification Area	INITIAL VACANCIES		APPLICANTS				POSITIONS FILLED				POSITIONS NOT FILLED		Districts Reporting Vacancies			
			Total Number of Applicants		Appropriately Certificated Applicants		Appropriately Certificated (FTE)		Not Fully Certificated (FTE)				Count of Districts	Percent of Districts Statewide	Count of Districts	Percent of Districts Statewide
	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03		2003-04	
ADMINISTRATORS:																
Special Education Director	28.3	38.5	135	209	95	137	27.4	31.0	2.0	1.9	0.0	1.4	34	6.5%	43	8.2%
Total Administrators	28.3	38.5	135	209	95	137	27.4	31.0	2.0	1.9	0.0	1.4	—	—	—	—
SPECIAL EDUCATION TEACHERS:																
Behavior Disordered	67.0	64.0	310	254	165	177	58.0	53.0	10.0	7.0	6.0	2.0	44	8.4%	40	7.6%
Blind/Partially Sighted	6.0	4.5	10	3	9	1	3.0	2.0	1.0	1.5	2.0	1.0	10	1.9%	6	1.1%
Deaf/Hearing Impaired	9.0	9.0	14	24	9	22	4.0	7.0	2.0	0.0	2.0	2.0	14	2.7%	11	2.1%
Early Childhood (B-3)	73.6	52.0	2872	2219	2840	2098	71.6	40.0	6.0	6.0	2.0	3.0	39	7.4%	32	6.1%
Cross Categorical	477.7	477.3	1371	2053	918	1398	374.7	340.9	113.0	65.0	5.0	1.4	112	21.4%	123	23.5%
Learning Disabled	242.6	184.3	944	937	726	672	208.6	144.3	32.0	23.0	6.0	4.0	107	20.4%	95	18.1%
Mentally Handicapped	76.0	52.0	310	191	208	159	57.0	40.5	25.0	1.0	12.0	3.0	46	8.8%	31	5.9%
Phys & Oth Hlth Imp	7.0	1.8	52	25	46	16	4.0	1.8	3.0	0.0	0.0	0.0	14	2.7%	7	1.3%
SDD	1.0	3.0	11	71	10	6	1.0	3.0	0.0	0.0	0.0	0.0	7	1.3%	4	0.8%
Total Teachers	959.9	847.8	5894	5777	4931	4549	781.9	632.4	192.0	103.5	35.0	16.4	—	—	—	—
OTHER PERSONNEL:																
School Psychologist	12.5	12.0	47	67	42	54	10.5	12.0	0.0	0.0	2.0	0.0	11	2.1%	7	1.3%
Speech/Language Specialist	221.2	240.4	893	995	825	891	172.8	158.3	34.5	32.3	8.5	25.5	113	21.6%	125	23.9%
School Psych Examiner	20.0	14.5	50	60	39	36	21.0	12.5	0.0	0.0	0.0	1.0	17	3.2%	17	3.2%
Other	63.0	75.5	692	443	645	366	53.0	65.5	4.0	9.0	3.0	1.0	30	5.7%	42	8.0%
TOTALS	1304.8	1228.7	7711	7551	6577	6033	1066.6	911.7	232.5	146.7	48.5	45.3	250*	47.7%	281*	53.6%

Source: Data from ClearAccess Screen 21 as of 06/14/2004.

Notes:

*Total is an unduplicated count of districts reporting vacancies in any of the respective certification areas.

"Other" includes any certification area not listed. "Appropriately certificated" indicates an individual holds a certificate appropriate to the position applied for or filled. "Not Fully Certificated" indicated an individual is a substitute and does not hold a certificate appropriate to the position filled.

Formulas: Percent of Districts Statewide=Count of Districts/N, N=524 (the total number of districts statewide)

Percent of Total Districts with Positions Not Filled=Count of districts with positions not filled in Certification Area/Total Number of Districts with positions not filled

Percent of Districts Statewide=Count of districts with positions not filled in Certification Area/N, N=524 (the total number of districts statewide)

Data show that special education teachers represent the highest percents in initial vacancies reported with the majority being filled with appropriately certificated applicants. The increase in the number of appropriately certificated cross categorical teaching applicants may be helping to decrease positions not filled in specific categorical disability areas. The total percent of districts statewide having initial vacancies remained consistent.

Data suggest the percent of districts with special education teaching positions not filled decreased from 2002-03 to 2003-04. Conversely, the percent of speech language specialist positions not filled increased.

The 2003-04 APR indicated that regional analysis is needed as better data become available (page 16). The Division revised the data collection on special education personnel for the 2004-05 school year in order to have more meaningful data. The first collection has not yet been completed. When the data are available, it will be analyzed for adequate supply, caseload, instructional time and highly qualified implications.

Monitoring Data:

The following monitoring data provide information on the number of districts reviewed each year and the number and percent that were found out of compliance at the initial review. The last column "Number not cleared" represents the number of districts with noncompliance that was not corrected as of the most recent follow-up review. Several district follow-up reviews are not yet due for districts with initial reviews in 2003-04; those districts are not reflected in the number not cleared. Procedures for clearing the remaining noncompliance are detailed in GS.I.

Indicator A 101800 -- Comprehensive System of Personnel Development (CSPD) activities have been implemented

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	93	1	1.1%	1
2002-03	90	2	2.2%	0
2003-04	106	12	11.3%	1

Personnel 1 – Caseloads of special education and related service personnel are within state standards

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	84	9	10.7%	0
2002-03	88	6	6.8%	0
2003-04	95	6	6.3%	0

Personnel 3 -- The district follows proper procedures for hiring, training and reporting paraprofessionals

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	93	8	8.6%	0
2002-03	86	6	7.0%	0
2003-04	94	8	8.5%	0

A relatively low percentage of districts are found out of compliance with standards and indicators related to personnel. Virtually all noncompliance has been corrected, and the districts with remaining noncompliance are being contacted as described in GS.I.

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

- Analyze duties, caseloads, instructional time and certification standards for special education teachers in Missouri
- Revise and implement data collection on special education personnel

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

The lack of useful data pertaining to special education personnel in Missouri was evident during the improvement planning phase of the Continuous Improvement Monitoring Process. The subcommittees for both of the priority areas of elementary achievement and secondary transition identified the training and professional development of general and special education personnel as being critical to increasing performance in these areas. In order to address the lack of personnel data, the Division planned to conduct a statewide study regarding duties, instructional time and caseloads for special education personnel. After further consideration, and in order to not delay making necessary changes, the Division began work to change the data collection on special education personnel during the 2003-2004 school year without first conducting the study.

Substantial changes were made to data reported by school districts on special education teachers and aides for school year 2004-05. Emphasis for reporting these personnel shifted from an Individualized Education Program case management focus to a course/assignment focus. The new collection requires reporting of instructional activities performed during the school day; non-instructional activities such as testing, consultation with other teachers and travel time; number of students case managed; and the amount of time spent on case management and instructional planning. School districts are currently entering the new information and the data will be examined when data entry is completed.

Missouri has discussed the submission of a grant for paperwork reduction with the Missouri Council of Administrators of Special Education (MOCASE). A decision will be made when applications are available.

4. Projected Targets:

- Revise and implement data collection on special education personnel
- Analyze the new data in regards to certification requirements and the expansion of instructional time

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
GS.IV BF.II BF.IV	Revise Core Data reporting of special education personnel	Changes to existing core data reporting identified	Completed	<u>Section</u> <u>Responsibility:</u> EP, Data <u>Funding Type:</u> Part B
		Web screens revised	Completed	
		New collection implemented	2004-05	
GS.IV BF.II BF.IV	Analyze the results of core data reporting to determine if changes are needed for special education certification standards/requirements consistent with No Child Left Behind and to determine what technical assistance and training is needed regarding appropriate instructional decision-making and practice	Results shared with stakeholder workgroup	2004-05	<u>Section</u> <u>Responsibility:</u> EP <u>Funding Type:</u> Part B
		Recommendations identified and developed for certification changes if required	2005-06	
GS.IV BF.IV	Analyze recommendations to develop strategies/ recommendations for expansion of instructional time for special education personnel.	IDEA reauthorization reviewed to determine the impact of changes on reduction of paperwork/and instructional time.	2004-05	<u>Section</u> <u>Responsibility:</u> EP <u>Funding Type:</u> Part B
		Collaboration with stakeholders to develop a grant regarding paperwork reduction and increased instructional time.	2005-06	
		Report with recommendations regarding instructional time	2006-07	